

meap

Michigan Educational Assessment Program

Office of Educational Assessment and Accountability

MEAP Coordinator Handbook

2004-2005



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Overview

About the MEAP

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor and funded by the Michigan legislature through Public Act 307 of 1969 (Section 14). From 1969 until 1973, MEAP used norm-referenced tests from a commercial test publisher. Students' scores were ranked in comparison to each other, but gave no information in terms of meeting a specified standard. In 1973-74, Michigan educators began working with Michigan Department of Education (MDE) staff to develop specific performance objectives to serve as the basis for the first tests built to Michigan specifications. Hundreds of educators from throughout Michigan continue to revise and update Michigan curriculum documents that serve as the basis for MEAP and in the development and ongoing improvement of these tests.

The Michigan Revised School Code and the State School Aid Act require the establishment of educational standards and the assessment of students' academic achievement but there is no state-mandated curriculum. Accordingly, the State Board of Education, with the input of educators throughout Michigan, approved a system of academic standards and a framework within which local school districts could develop, implement, and align curricula as they see fit.

The MEAP tests have been recognized nationally as sound, reliable and valid measurements of academic achievement. Students who score high on these tests have demonstrated significant achievement in valued knowledge and skill. Further, the tests provide the only common denominator in the state to measure in the same way, at the same time, how all Michigan students are doing on the same skills and knowledge.

Properly used, the MEAP tests can:

- measure academic achievement as compared to expectations, and whether it is improving over time;
- determine whether improvement programs and policies are having the desired effect; and,
- target academic help where it's needed.

Admittedly, there is some pressure associated with taking the MEAP tests. Competitive scholastic experience provides Michigan students with excellent preparation for the real world which awaits them after high school graduation, and helps assure that they possess the knowledge and skill necessary for a successful future.

MEAP vs. Other Tests

No other tests measure what Michigan students should know and be able to do against established Michigan content standards and performance standards. Michigan's MEAP tests are based on the Content Standards developed by Michigan educators and approved by the Michigan State Board of Education in 1995. MEAP tests are criterion-referenced, meaning that each student's results are judged and reported against a set performance standard. If a student meets the standard, it means he/she meets expectations on the recommended state curriculum. In theory, all students in the state could achieve the standard in every subject.

Test Development

Test development is a painstaking, multi-step process involving thousands of Michigan administrators, teachers, curriculum experts and students. The first step is to have a curriculum upon which the test is based. All current MEAP tests are based on the Content Standards contained within the Michigan Curriculum Framework. The Michigan Curriculum Framework was developed following a review of the most current educational research and then released for a statewide field review before State Board of Education approval in 1995.

Once a curriculum is approved, MEAP staff members oversee the development of an Assessment Plan. Assessment Planning Committees are convened from across the state with members chosen to represent the various educational professional organizations, MEAP staff, Michigan Department of Education (MDE) curriculum staff, and local and intermediate school district educators. In the past, Assessment Planning Committees have developed test blueprints, as well as models or prototypes showing test developers, teachers, students, and the public the format and item types for future tests.

Bids for proposals are then taken for test developers with the capability of producing tests to reflect the assessment plans and that also meet state quality and cost requirements. Once a contractor is hired, test development work begins with selecting potential texts and writing an initial pool of items and prompts. Contractor editors and content specialists and MEAP staff often preview, revise, and edit at this early stage before every text and item is then put through a round of committee reviews.

Bias and Sensitivity Committees (BSCs) review every single text selection, item, and prompt for fairness, to assure that no group is unfairly advantaged or disadvantaged compared to any other group by any MEAP content. The committee rejects items it considers inappropriate, suggests revisions to some, and passes on the majority of items to the next review committee.

Content Advisory Committees (CACs) are generally comprised of classroom teachers at the grade levels to be tested, including some educators with special interest and expertise in the subject (ELA, mathematics, science or social studies). These committees review all MEAP content, primarily for two considerations: for grade-appropriateness and for the degree to which the test items reflect Michigan Content Standards. The CAC often recommends revisions to items and suggests additional items be written to more fully reflect state standards.

After committee reviews, items are "pilot tested" before they ever appear on a statewide test. Schools have historically been randomly selected to "pre-test" items, but have had the opportunity to opt out of MEAP pilots. Good pilot test participation helps ensure that test items are tried out with a wide range of Michigan students. Individual student results at this stage are not the focus, but it is important that students put forth their best effort. Student performance data and constructive teacher and student feedback are carefully considered when deciding to place an item in the "item bank" for future use and when tests are assembled for operational use statewide. Pilot test participation also allows for previewing test format and question types for which staff and students need to prepare.

Recently the Office of Educational Assessment and Accountability has decided to use a different strategy, field testing, to determine if trial items measure what is intended, reliably, across the demographic diversity of the State's student population. This year, field-testing of new items for grades that have an operational test (e.g. ELA assessments at grades 4 and 7) will be embedded in statewide operational or "real" tests to broaden pilot test participation. A few field test items will be on each of several forms of the tests. For grades not currently administered an operational test (e.g. ELA assessments at grades 3, 5, 6 and 8), we will administer a freestanding field test to a sample of schools across the state. These schools will be selected to represent the diversity of the State of Michigan.

Following the field tests, items are again reviewed by the Bias/Sensitivity Committee and the Content Committee to make the final determination, approve the items for use in operational assessments, revise the items before using in operational assessments, or reject the items effectively removing them from use.

Validity of Test Items

The MEAP Office looks at data in many ways to assure items are measuring what they are intended to measure. One of the first criteria considered is whether an item appropriately tests the content. The Bias/Sensitivity and Content Advisory Committee reviews are one of the best ways to determine the validity of an item. However, examining student performance data from field-testing assists these committees.

p-Value – For every test item, MEAP staff first examine the "p-value," or the percentage of students who correctly answered the item, as well as the percent of students who chose each of the "distracters" (incorrect answers on a multiple-choice test). Particular attention is paid when less than 30% of the students select the correct answer. Since all multiple-choice items on MEAP tests have four options, chance alone says that 25% of the students should mark the correct answer. Even if the content is appropriate, the item may not be measuring well - perhaps the graphic shown on the test is somehow misleading, or the question is poorly worded. P-values are not used to make the final decision on an item, but simply to indicate the need for further review.

DIF - Differential Item Functioning is a fancy way of saying an item is potentially biased, or that it functions differently for one group than it does for another, according to statistical data from a pilot. If an item is "flagged" as being potentially biased, it is returned to the BSC for review, because human judgment is needed to determine whether an item is truly biased. Sometimes an item is flagged for what is really a curricular or instructional issue; i.e., one group did not do as well as another because they had not been taught the material measured by the item. All unusual patterns in the data are reviewed to consider anything in the context of the item that might have been missed in the first round of reviews. Again, based on BSC and CAC decisions, most items are retained, some may be revised, and some are discarded completely. Changes to an item necessitate that it be pilot-tested again before it may appear on an operational test.

Discrimination - Item discrimination examines performance between students who score high on the test compared to those who score low. If an item discriminates poorly, it means that students who scored poorly on the entire test may have done as well or better on an individual item than students who scored well on the entire test. This often occurs on very easy items that practically everyone answers correctly. Sometimes an item that discriminates poorly is kept if it measures content that is considered important, that is part of the state Content Standards, but may not have been widely taught. If more low-scoring students do as well or better than high-scoring students on a moderately difficult or difficult item, the item is given a closer look by the MEAP staff and the CAC or BSC. Perhaps there is more than one correct answer, or perhaps something in the knowledge base of the high-scoring students is interfering with the way they are answering the question. The committees and MEAP staff also looks at the distracters to assure they are not misleading students in unintended ways.

Range - While variety may be "the spice of life," it is also an important part of testing. The MEAP staff aggressively seeks a wide range of difficulty in items. There is, however, no "magic formula" for how many "difficult" or how many "easy" questions are used. The MEAP staff does everything they can to help assure that differences from one year to the next are small. The most important goal is that each item measures an important part of the curriculum framework, benchmarks, standards, and expectations.

Other Factors - For constructed-response items, the staff examines the percent of students receiving points at each score level. If no one is receiving the top score possible, the staff takes another look at what the question is asking. This occurs more frequently when a type of response is asked for the first time on a state test, or in a grade that has not taken MEAP before. The staff also considers consistency among those who score the tests. If an item is not being scored reliably, the staff assesses if something is wrong with the item or with the training of those who score the item.

Rangefinding and Scoring

For every MEAP constructed or written response, scoring begins with a process called "rangefinding" in which a committee establishes the "range" of achievement that defines each potential score on a rubric. Participants, generally classroom teachers, typically score 100 or more actual responses representing a range of possible achievement, as well as the state student population. Every single paper is discussed until a consensus is reached on the score the paper should receive. Some papers are easier to score than others, and require little discussion. Others lead to lengthy, spirited discussions because group members are divided in their opinions of what score to give (for example, a "two" or a "three"). The scoring contractor and Michigan Department of Education staffs participate in these meetings, but the educators make the final decisions.

In math, science, and social studies, the scoring rubrics are item-specific and can be adjusted during rangefinding. Sometimes students interpret a prompt in a way that was not intended when the prompt was written. If it is considered to be a valid interpretation of the item, students are given the benefit of the doubt and the response is scored accordingly. In pilot rangefinding, problems with items often lead to improvements in the design of the questions.

Two independent, college-educated scorers score all MEAP written responses (constructed or extended). Before being hired, scorers qualify on a set of responses already scored during rangefinding. Additional rangefinding papers are used during scoring for validity purposes, as sort of a "pop quiz" to monitor whether scorers are scoring according to state guidelines. The MEAP staff also studies daily "inter-rater reliability" reports tracking the degree to which each scorer's scores agree exactly with those of a second scorer, are within one point (adjacent), or are non-adjacent (two or more points apart). If scorers disagree by more than one point on a response, it is sent to a third scorer with more training and experience (e.g., scoring director) for resolution. Such situations are rare. Additional data show whether a scorer is scoring low or high compared to others and the number of responses scored daily to track progress. This information is used by MEAP staff and the scoring contractor to monitor and adjust the scoring process over time.

Standard Setting

Right after a new MEAP test is administered, a process called standard setting is conducted to determine "cut" scores for reporting and categorizing student performance into levels of achievement. Standard setting begins with the selection of a statewide committee representing the geographic and ethnic diversity of our state. While most standard-setting panelists are classroom teachers, the process also includes administrators, curriculum specialists, counselors, parents, and business leaders. Over three days, standard setters rate student work on MEAP tests against a performance standard. For all current MEAP tests, the final recommendations for "cut" scores from standard setting committees were reviewed and approved by the Bias/Sensitivity Committee, Content Advisory Committee, Assessment Advisory Committee, Technical Advisory Committee, and the State Board of Education. The following levels are now used for all MEAP content areas and grades.

Level 1: Exceeded Michigan Standards

Level 2: Met Michigan Standards

Level 3: Basic Level – Grades 4, 5, 7, 8

Endorsed at the Basic Level – high school

Level 4: Apprentice Level – Grades 4, 5, 7, 8

Not Endorsed – high school

Reliability and Validity

The MEAP staff often fields questions about two critical technical concepts in measurement: reliability and validity. To assist and advise staff in making decisions about such issues, the MEAP Office contracts and consults with a Technical Advisory Committee comprised of nationally known psychometricians. The MEAP staff has always followed, and will continue to follow, current psychometric practice in developing, administering, analyzing, and scoring the Michigan Educational Assessment Program tests.

For the MEAP tests, reliability values are determined by using internal consistency formulas, which indicate how homogeneous items are in a test, or the degree to which students' responses to each item correlate with their total test scores. Generally, Cronbach's Coefficient Alpha has been used as the measure of internal consistency reliability when constructed-response items appear on a MEAP test. It can also be used when there are solely multiple-choice items, or when combinations of item types are used. Typically, the longer the test, the higher the reliability. Both the reliability of MEAP tests and the inter-rater reliability of the scoring process meet high technical standards.

Validity answers the question of whether a test measures what it is supposed to measure. It refers to the degree of appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. There are three kinds of validity discussed in *Standards for Educational and Psychological Testing* (AERA-APA-NCME, 1985, updated 1999): criterion validity, construct validity, and content validity. Psychometricians are often concerned about criterion and construct validity. Criterion validity refers to whether a measure can predict a student's future performance. For example, for the ACT and SAT, which are used to predict college success, criterion validity is very important. This is not, however, the purpose of the MEAP High School Test (HST).

The dilemma of whether to estimate construct validity on the basis of the total score, or upon strand scores, is one with which psychometricians constantly struggle. Construct validity is concerned with the parts (or dimensions) of a test, and whether they relate to the construct under study in a total test. A construct validity analysis could show whether questions fit into particular strands; for example, whether all geometry items on a test are most strongly related to one another, or if one fits better with data analysis. MEAP results are determined using the total test score, not scores from individual strands, dimensions, or test components. The Rasch model in Item Response Theory (IRT) is used to equate and scale all MEAP tests. Item Response Theory assumes that the tests under study are "unidimensional." This means that the tests measure one construct (or one domain) only, such as mathematics.

Because the current MEAP assessments are achievement tests used to assess what students have learned and should be able to achieve in specific content areas and grades, the most important type of validity of concern is content validity. To verify content validity, test items must reflect content defined within the Michigan Curriculum Framework, the basis for the content of all MEAP tests.

For more information regarding the history, purpose, and technical aspects of the MEAP, please visit <http://www.michigan.gov/meap>.

Technical Advisory Committee

The Technical Advisory Committee (TAC) was first established in 1993 to assist the Michigan Department of Education (MDE) in developing a high school proficiency test as a requirement for high school graduation as required by P.A. 118 of 1991. At that time the purpose of the TAC was to assist MDE staff in implementing provisions of the law. The TAC continues to be made up of individuals from Michigan and across the nation who are recognized experts in developing or reviewing high stakes testing programs. The TAC advises and assists the Office of Educational Assessment and Accountability to ensure that the Michigan Educational Assessment Program tests are developed in keeping with technical guidelines that meet national standards.

Adequate Yearly Progress

No Child Left Behind requires that all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014. In order to accomplish this goal, each school is responsible for making Adequate Yearly Progress (AYP). The Michigan Department of Education defines AYP as “the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics.” AYP is based on state assessment, including Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state testing, and attendance or graduation rates.

Schools can meet the AYP proficiency targets in two different ways:

1. Schools can meet their objective.
2. The school can show sufficient improvement (Safe Harbor).

For a public school and local educational agency (LEA) to make adequate yearly progress, the school as a whole and each student subgroup must meet or exceed the state annual measurable objectives, the school as a whole and each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators.

Michigan will continue to use the Michigan Educational Assessment Program (MEAP) to assess its students in grades 3-8 and 11. Currently, there are four proficiency levels: 1=Exceeded Expectations; 2=Met Expectations; 3=Basic; and 4=Apprentice.

The subgroups, as defined by No Child Left Behind, include Racial/Ethnic Group, Economically Disadvantaged students, Students with Disabilities, and English language learners. Each subgroup with 30 or more students is measured for AYP.

The following table indicates the “starting points” for proficiency in Reading/Language Arts at the elementary, middle, and high school levels as well as the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14.

Table 1: Proficiency Levels for Elementary, Middle, and High School Reading

Content Area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Reading	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School Reading	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School Reading	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The following table indicates the “starting points” for proficiency in Mathematics at the elementary, middle, and high school levels as well as the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14.

Table 2: Proficiency Levels for Elementary, Middle, and High School Mathematics

Content Area	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary Math	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Middle School Math	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School Math	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%

For more information on AYP and how to calculate it, please visit <http://ayp.mde.state.mi.us/ayp/>.

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators should read this manual in its entirety before testing begins. To promote the most effective flow of information, district MEAP coordinators are to be the primary contact for all district communications. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **MEAP Office** - for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program
Phone: 1-877-560-TEST (8378)
Fax: 517-335-1186
Web site: www.michigan.gov/meap
Email: MEAP@michigan.gov
- **MEAP Scoring Services** - for information about ordering, receiving, packaging, or returning testing materials
Phone: 877-683-6883
Fax: 919-425-7733
Email: michigan@measinc.com
- **Michigan Merit Award Program** - for information about eligibility requirements, awardee and nonawardee reports, and student Merit Award records
Phone: 888-4GRANTS (888-447-2687)
Fax: 517-241-4638
Web site: www.michigan.gov/meritaward

Michigan Merit Award Program

The Michigan Merit Award Program was established for high school seniors to reward student achievement and to make postsecondary education more affordable. Beginning with the graduating class of 2000, qualifying seniors are eligible for a Merit Award.

The award amount is determined by the Legislature. For information regarding eligibility requirements, Michigan Merit Award reporting, and student Merit Award records, contact your high school guidance counselor, refer to the Michigan Merit Award Web site (www.michigan.gov/meritaward), or call 888-447-2687).

Students' Post Secondary School Choices

High school students will be asked to identify their top four choices of post secondary schools or colleges on the mathematics answer folder prior to beginning the high school mathematics test. A list of Michigan post secondary schools and their four-digit code is included in the HST mathematics test booklet. The purpose of collecting this data is to assist the Merit Award Office in notifying Michigan post secondary institutions of students' *potential* interest in attending their school following graduation. Actual student scores will not be given to colleges, only student eligibility for a Merit Award will be indicated.

National Assessment of Educational Progress

What is NAEP? The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in a variety of key subject areas. Commonly known as the Nation's Report Card, NAEP assessments have been given periodically since 1969. Full participation in NAEP will continue to provide uniquely valuable information on the performance of American students in a variety of subjects.

NAEP is mandated by the U. S. Congress and is administered by the National Center for Education Statistics, within the Institute of Education Sciences at the U. S. Department of Education. The National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education, sets policies for NAEP.

NAEP is conducted in both public and private schools. Schools are randomly selected to participate in NAEP assessments using a stratified random method. Schools are put into categories and then randomly selected from each category to represent the student population in each state.

For the 2004-2005 school year, NAEP will be conducting several studies:

- Grade 4 and 8 assessments in reading, mathematics and science. Results will produce state-level data results.
- Grade 12 assessments in reading, mathematics and science and a high school transcript study. Results from these assessments will be a part of a national release of results.
- Pilots of future NAEP assessment items at grades 4, 8 and 12 in the areas of science, U.S. history, civics, economics and mathematics.

Schools selected for NAEP assessments are contacted in early fall. For further information, contact Jim Griffiths, Test Administration and Reporting Coordinator, at 517-241-2360 or by e-mail, naep@michigan.gov.

MEAP Test Administration

Valid and reliable MEAP testing requires that tests are first constructed in alignment with State curriculum and then scored according to sound measurement principles. Sound testing practices require that schools administer all tests in a consistent manner across the state so that all students have a fair and equitable opportunity for a score that accurately reflects their achievement in each subject.

The schools play a key role in administering the MEAP tests in a manner consistent with established procedures, monitoring the fair administration of the test and working with the MEAP Office to address deviations from established test administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP testing. Please review the testing procedures in the MEAP Test Administrator Manual, follow the established test administration procedures carefully, and notify the MEAP Office if a problem arises.

District MEAP Coordinator Responsibilities

Each district or school has one person designated as the district MEAP coordinator who is responsible for

- reading and becoming familiar with the information in this handbook prior to the testing window.
- serving as the contact person between the district and the MEAP Office and/or MEAP Scoring Services.
- coordinating the ordering, distribution, collection, return, and security of testing materials.
- directing the accurate completion of student identification information and “School Use Only” sections of student answer folders.
- disseminating testing information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), and to students and parents where appropriate.

The principal (or a designee) of non-public schools serves as the MEAP coordinator.

Building MEAP Coordinator Responsibilities

Each school building that is involved in testing (including adult and alternative education programs) should have a building MEAP coordinator who will be responsible for

- reading and becoming familiar with the information in the MEAP Test Administrator Manual for the specific testing cycle (i.e., fall, winter, or spring) prior to testing.
- serving as the building contact person between the school and the district MEAP coordinator.
- carrying out building-level duties involved in the distribution, security, and collection of testing materials.
- returning materials after testing to the district MEAP coordinator.

Building MEAP coordinators should meet with the district MEAP coordinator to discuss topics such as scheduling, procedures for receiving and returning materials, test security, completion of “School Use Only” sections of student answer folders, and other issues.

Test Administrators and Proctors

The MEAP tests were designed to be administered, when possible, by the students' teacher(s) for the subject area being tested. Depending on the number of students in each room, proctors may also be assigned to assist the test administrator. Test administrators and proctors are responsible for

- reading and becoming familiar with MEAP test administration procedures for the specific testing cycle (i.e., fall, winter, or spring) prior to testing.
- reading directions *exactly as they appear* in the test administrator manual to students, and answering questions about test directions.
- verifying that no unauthorized materials or equipment are being used during testing.
- moving throughout the testing room and ensuring that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer folders.
- reporting instances of deviations in test administration or irregular student behavior to the building MEAP coordinator for early and fair resolution of any concerns.
- reviewing student information on answer folders and the New Student Registration Form (if used) for accuracy.

It is very important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors *may not give help of any kind* to students during the tests. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions.

MEAP Field-Testing

To comply with No Child Left Behind (NCLB) requirements, the MEAP is in the process of developing new test designs for field-testing during the winter and fall 2005 testing cycles. More details related to test designs will be released as they become available.

These changes can be expected to have a major impact in grades 3 through 8. As required by NCLB, every student must be tested in mathematics and English language arts every year starting in the fall of 2005. The results must be reported in such a way that teachers can see how the students are performing on each of the Michigan's Grade Level Content Expectations (GLCE). Consequently, more students will be tested and the tests will be longer than they have been for the past several years.

In the past, the MEAP has used field-testing in a limited number of schools to assist in trying out new test items for future assessments. Because the MEAP plans to release all items relating to the core GLCE each year, it is necessary to significantly increase the field-testing of new test items. As a result, a relatively large number of schools will participate in field-testing new items in grades 3 through 8 during the Winter 2005 operational testing cycle.

In winter of 2005, stand-alone field tests will only be used to try out test items and will not be used for scoring or reporting purposes. These tests will simulate the real or operational tests given in the subsequent fall, giving participating schools an opportunity to gain experience in administering either the ELA or mathematics tests at all required grades. Schools will be selected to provide a representative sample of the statewide student population. It is anticipated that stand-alone field tests will be divided into 3 parts and will take approximately 40-45 minutes for each part. These field tests will be conducted in the

following grades and subject areas:

- Grade 3 – English language arts and mathematics
- Grade 5 – English language arts and mathematics
- Grade 6 – English language arts and mathematics
- Grade 7 – Mathematics
- Grade 8 – English language arts

For ELA at grades 4 and 7, and mathematics at grades 4 and 8, where there is an operational test being given in winter of 2005, some additional items will be incorporated into the assessments for field-testing purposes. This is called “embedded field-testing,” and we will use embedded field-testing as part of all operational tests in the future. Both embedded and stand-alone field-testing will occur during the winter 2005 assessment window.

MEAP Test Schedule

Academic Year 2004–2005			
Window	Dates	Students Tested	Subjects
Fall 2004	10/25 – 11/05/2004	10 (dual enrollees only) 11 (dual enrollees only) 12 (all as needed)	English language arts ² , mathematics, science, social studies
Winter 2005	01/24 – 02/11/2005	Grade 3	*English language arts, *mathematics
		Grade 4	**English language arts, ** mathematics
		Grade 5	*English language arts, *mathematics **science, **social studies
		Grade 6	*English language arts, *mathematics
		Grade 7	**English language arts, *mathematics
		Grade 8	*English language arts, **mathematics, **science, **social studies
Spring 2005	Cycle 1: 04/25 – 05/06/2005 ¹ Cycle 2: 05/02 – 05/13/2005 ¹	10 (dual enrollees only) 11 (all as needed) 12 (all as needed)	English language arts, mathematics, science, social studies

¹ Districts will be given the option to choose one of these two cycles.

² The English language arts test will include both reading and writing, but not listening.

* Stand-alone field tests to be administered by a limited number of schools.

** Standard MEAP tests with operational and field test items included.

MEAP Test Schedule Academic Year 2005-2006			
Window	Dates	Students Tested	Subjects
Fall 2005	10/3 - 10/21/2005	Grade 3	English language arts ² mathematics
		Grade 4	English language arts ² mathematics
		Grade 5	English language arts ² mathematics science
		Grade 6	English language arts ² mathematics social studies ⁶
		Grade 7	English language arts ² mathematics
		Grade 8	English language arts ² mathematics science
		Grade 9	social studies ⁶
Fall 2005¹ (Retest)	10/24 – 11/4/2005	10 (dual enrollees only) 11 (dual enrollees only) 12 (all as needed)	English language arts ³ mathematics science social studies
Spring 2006¹	⁴ Cycle 1: 03/20 - 03/31/06 ⁵ ⁴ Cycle 2: 03/27 - 4/07/2006 ⁵ ⁴ Cycle 3: 04/03 - 4/14/2006 ⁵	10 (dual enrollees only) 11 (all as needed) 12 (all as needed)	English language arts ² mathematics science social studies

¹ Several changes are being considered by the state legislature and a special commission that may affect the high school assessment schedules. These are tentative schedules subject to change.

² The English language arts tests will include reading and writing, as well as the optional listening portion.

³ The English language arts tests will include both reading and writing, but not listening.

⁴ Districts will be given the option to choose one of these three cycles.

⁵ Unless an exception has been granted in writing or through email.

⁶ The social studies assessments will be given in fall of 2005 at the 6th grade (covering the later elementary benchmarks) and at 9th grade (covering the middle school benchmarks). Districts may choose the test window to administer the 6th and 9th grade social studies tests that aligns with the grade configuration of the affected buildings. For example, if a district has a K-8 building and a 9-12 building, the 6th grade social studies test would be administered during the middle school test window (10/03 - 10-21/2005). The 9th grade social studies test would be administered during the high school retest window (10/24 - 11/4/2005).

All tests are **untimed** and student-paced. Arrangements **must** be made to allow additional time during the same continuous session for students who require more time to complete these tests. The following are **approximate** times needed for each test session.

Spring and Fall Test Cycle

English Language Arts

Part 1: Writing

Session 1: Writing from Knowledge and Experience 80 minutes (approximately)

Session 2: Reporting and Reflecting 35-45 minutes (approximately)

Part 2: Reading..... 80 minutes (approximately)

Part 3: Listening for Understanding (Optional) 25 minutes (approximately)

Mathematics

Part 1 50-60 minutes (approximately)

Part 2 50-60 minutes (approximately)

Science 90-105 minutes (approximately)

Social Studies

Part 1 45-55 minutes (approximately)

Part 2 45-55 minutes (approximately)

Winter Test Cycle

Grade 4 Tests

Mathematics

Part 1..... 30-35 minutes

Part 2..... 30-35 minutes

Part 3..... 30-35 minutes

English Language Arts

Part 1: Session 1..... 40 minutes

Part 1: Session 2..... 40 minutes

Part 2A 45 minutes

Part 2B..... 45 minutes

Part 3 25 minutes

Part 4 35 minutes

Grade 5 Tests

Science

Part 1..... 50 minutes

Part 2 50 minutes

Social Studies

Part 1..... 55 minutes

Part 2 60 minutes

Grade 7 Tests

English Language Arts

Part 1: Session 1..... 40 minutes

Part 1: Session 2..... 40 minutes

Part 2A 45 minutes

Part 2B..... 45 minutes

Part 3..... 25 minutes

Part 4..... 35 minutes

Grade 8 Tests

Mathematics

Part 1..... 35-40 minutes

Part 2..... 35-40 minutes

Part 3..... 35-40 minutes

Science (Grade 8)

Part 1..... 50 minutes

Part 2 50 minutes

Social Studies (Grade 8)

Part 1 55 minutes

Part 2 60 minutes

Approximately 10 minutes should be scheduled prior to each test session for completion of the New Student Registration Form for any students who do not have a preprinted label or answer folder. Once completed, the New Student Registration Form must be placed inside the corresponding answer folder.

All testing must be completed during the testing cycle and all materials must be returned by the appropriate deadlines. *(See MEAP Test Administrator Manual for test cycle timelines.)*

Test booklets (including Braille, large-print, and audio versions) are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. All materials must be returned after testing. **MEAP test booklets and student answer folders are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after testing. No person, other than students to be tested, shall be allowed to review or take the test.**

Students to Be Tested

Michigan has made the commitment that all students must be tested as required by federal and state policy. The MEAP tests provide an opportunity to assess the largest number of students in elementary, middle and high school. According to federal law, the Individualized Education Plan (IEP) specifies whether or not the student participates in each of the MEAP assessments or in an alternate assessment. The MEAP testing window allows adequate time for schools to administer tests and to provide opportunities for make-up testing. Some students may require appropriate and reasonable accommodations where such accommodations are necessary to measure achievement relative to state standards.

Participation of Foreign Exchange Students

It is the policy of the Michigan State Board of Education that all students participate in required state level assessments. Foreign exchange students will be included in the calculation of the participation rate for Adequate Yearly Progress (AYP) if the district includes them in the state school aid membership count in a grade level where state assessments are administered (for example in grade 11).

Some foreign exchange students may be classified as English Language Learners (ELL). This classification requires that an English Language Proficiency assessment be administered to the student. If the student is determined to be an English Language Learner, and it is the first school year that the student is enrolled in school in this country, the student may be excused from the English language arts assessment. The English Language Proficiency assessment will be substituted for the English language arts assessment when calculating the 95% participation rate for AYP.

The U.S. Department of Education requires that ELL students take the mathematics assessment. The mathematics score may be excluded from the AYP proficiency calculation because the student had been enrolled in the school for less than a full academic year prior to testing.

Participation rates are not calculated for the science or social studies assessments. There is no requirement that foreign exchange students participate in these assessments.

MEAP and MI-Access Assessments for Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act, and the Individuals with Disabilities Education Act require that state level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the state will assign students to a specific grade based on the following table.

Student Age* in Ungraded Programs	Grade Assignment	Required Content Areas to be Assessed in Academic Year 2004-2005 (MEAP and MI-Access)	Required Content Areas to be Assessed in Academic year 2005-2006 (MEAP and MI-Access)
9	3 rd		-English Language Arts -Mathematics
10	4 th	-English Language Arts -Mathematics	-English Language Arts -Mathematics
11	5 th	-Science**, -Social Studies**	-English Language Arts -Mathematics -Science**
12	6 th		-English Language Arts -Mathematics -Social Studies**
13	7 th	-English Language Arts	-English Language Arts -Mathematics
14	8 th	-Mathematics -Science** -Social Studies**	-English Language Arts -Mathematics -Science**
15	9 th		-Social Studies**
16	10 th		
17	11 th	-English Language Arts -Mathematics -Science** -Social Studies**	-English Language Arts -Mathematics -Science** -Social Studies**
18	12 th		

* Students must be these ages on or before December 1st of the school year in which the assessment is administered.

** For students with an IEP requiring an alternate assessment, the IEP Team will determine how the student is assessed in these content areas until the state develops MI-Access assessments in these content areas.

Fall Test Cycle

The only students who may test include:

- Students who will graduate the following spring (including those in grade 12, alternative education, and adult education) who have not yet taken the HST.
- Students who have previously taken the HST should be given the opportunity to retest in order to qualify for an endorsement or a Michigan Merit Award, to receive a higher level, or to receive a higher scaled score.
- Grade 10 or Grade 11 students who must test early for dual enrollment purposes and have provided a letter from a parent or guardian to the school indicating their intention to dual enroll. Note that students who wish to dual enroll in the fall of their senior year must test in the fall of their sophomore or junior year (not in the spring of the junior year) to be eligible.

Winter Test Cycle

All students in grades 4, 5, 7, and 8 must be given the opportunity to take all of the MEAP tests administered in their grades. The Individualized Education Plan (IEP) Team is to determine how students with disabilities are assessed in each of the core content areas.

Students in grades 4, 5, 7, or 8 who are repeating a grade and who took the MEAP tests the previous year are to be tested again. Students in nongraded programs must be tested if they are in the 4th, 5th, 7th or 8th year after kindergarten.

Spring Test Cycle

Every Grade 11 student as defined by the local school district based on academic standing, who has not taken the HST and wants to earn endorsements or to qualify for the Michigan Merit Award, must be given an opportunity to test. The only other students who may take the HST for the first time during the spring test window include:

- Grade 10 students who have provided a letter from a parent or guardian to the school indicating their intention to dual enroll in the winter of their junior year will want to test now in order to meet dual enrollment eligibility deadlines.
- Every student who is graduating in the current school year (including those in grade 12, alternative education, and adult education) who has not yet taken the HST needs an opportunity to test.

Any student who has previously taken the HST should be given the opportunity to retest in order to qualify for an endorsement or a Michigan Merit Award, to receive a higher level, or to receive a higher scaled score.

Announcing the Tests

Inform teachers about the Michigan Educational Assessment Program (MEAP) and the testing that will occur. An announcement at a staff meeting would serve this purpose. Provide teachers with guidelines about preparing for the test, conducting the tests, and materials to be removed from the room during testing.

Students and parents should be informed about the MEAP tests and the Michigan Merit Award Program requirements well before the testing dates. Students should also be told ahead of time what materials they will need to bring to each test. School staff should assist students in determining which students should test during this test administration window.

If there is a school newsletter sent to parents, an announcement of the testing dates, with a brief description of MEAP tests, endorsements, and the Michigan Merit Award Program should be included. A brief announcement in the local newspaper may also be considered.

Test Administration Materials

Receipt of Materials

MEAP testing materials will be delivered approximately two weeks before the testing cycle begins. Shipments will include the following:

- **Packing List**—Each shipment of materials contains a packing list showing the materials and quantity included in the shipment. A duplicate copy of each school's packing list is sent to the district MEAP coordinator to verify quantities and to help plan for and locate shipments.
- **MEAP Test Administrator Manuals**—One MEAP Test Administrator Manual is supplied for each MEAP coordinator and each test administrator. The MEAP Test Administrator Manual and this handbook are available online at www.michigan.gov/meap.
- **Test Booklets**—There is a separate test booklet for each subject. One test booklet per student is supplied for each subject. Test booklets are secure materials that must be carefully monitored and kept in **locked** storage while in schools. **All test booklets (including Braille, large-print, and audio versions) must be returned to MEAP Scoring Services at the end of the testing window. No copies shall be made of any test booklet or portion thereof. No person, other than students to be tested, shall be allowed to review or take the test.**
- **Answer Folders**—There is a separate answer folder for English language arts (ELA), mathematics, science, and social studies. The ELA fall retest has two answer folders, Part 1: Writing and Part 2: Reading. The listening portion of the ELA test is not given during the fall test cycle. For fall testing, preprinted student labels will be provided. For winter and spring testing, student answer folders will be preprinted. Schools may register new students online and produce a preprinted label or use the New Student Registration Form. **Student answer folders may not be copied. Answers shall not be transcribed or recorded on any other document.**
- **MEAP Test Security Compliance Forms**—Each MEAP Test Administrator Manual contains two MEAP Test Security Compliance Forms. Form B is to be signed by the building principal and building MEAP coordinator and kept on file by the district MEAP coordinator. Form C is to be signed by MEAP test administrators, as well as all proctors, and kept on file by the district MEAP coordinator. Form A (contained in this Handbook) is to be signed by the district MEAP coordinator and superintendent, and returned with student answer folders.
- **Additional sheets for MEAP tests**—Additional sheets are no longer allowed for **any** MEAP test. Students are provided ample space within all answer folders for extended written responses.
- **New Student Registration Forms**—These forms should be used as directed by the district MEAP coordinator for those students without a preprinted label or answer folder.
- **Mathematics Overlay**—One is supplied for each student taking the mathematics test.
- **Return of Materials Kit**—District MEAP coordinators will receive a separate shipment which will include the Return of Materials Kit. This shipment will arrive prior to testing and will include instructions, mailing labels, and other materials to be used when returning used student answer folders and all other secure test materials.

Testing materials will come shrink-wrapped in numbered sets. District and building MEAP coordinators should open these packets only as necessary to provide schools and classrooms with the exact quantity of materials needed. Extra materials should not be distributed to school or test administrators unless they are needed for testing. Test administrators should not open sealed test booklet packages until the first day of testing for a subject.

Shortages and Missing Materials

Immediately upon arrival of test materials, district MEAP coordinators should verify that sufficient quantities have been received. Any shortages or missing materials should be reported to MEAP Scoring Services using the Additional Material Request Form contained in the MEAP Test Administrator Manual and in this handbook.

Overage materials should be distributed within the district before requesting additional materials. With the exception of preprinted student labels or answer folders, it is acceptable to share overages of nonsecure materials between districts.

Additional material requests are to be gathered from all schools in a district, including adult and alternative education programs, and ordered at one time by the district MEAP coordinator. Compile all material requests for a district on one form, and fax it to MEAP Scoring Services at 866-688-0419. ***Orders for additional materials will only be accepted from district MEAP coordinators who fax an order form to MEAP Scoring Services; phone orders will not be accepted.***

Additional Material Request Forms should be submitted to MEAP Scoring Services as soon as a shortage is detected to allow sufficient time for packing and shipping. Extra or missing materials will be shipped via United Parcel Service (UPS) within 24 hours of receipt of the form. Standard UPS delivery time is three business days.

Monitoring of Test Shipments

Materials are scheduled to be shipped to districts two weeks prior to the testing cycle.

District MEAP coordinators will receive an email from United Parcel Service (UPS) when each shipment is shipped. If the district elected school delivery, the district MEAP coordinator will receive an email from UPS for each school shipment as well as the district materials, i.e., overage shipment. Most shipments should be delivered within two - three days of the email notification. NOTE: If the MEAP Office does not have a current email address for the district MEAP coordinator, they will not receive this email notification. You may update this email address by contacting the MEAP Office at meap@michigan.gov or by calling at 877-560-8378.

In addition to the email notification from UPS, the status of a shipment can be checked by going to the login page of the MEAP secure Web site. Look for the delivery truck at www.michigan.gov/meap-secure and click on ***MEAP Shipping Report*** (you do not need to enter your User ID or password). The report will provide the following information for all MEAP test shipments:

- District code
- District name
- School code (only if the district elected school delivery)
- School name (only if the district elected school delivery)
- Shipping address
- Order number (for MEAP Scoring Services use)

- Order ship to location (D for to district, S for to school)
- Ship date (Remember, the shipment will be delivered two-three days after the ship date.)
- Tracking number

Packaging and Return of Materials – One Return Shipment

Testing materials come bar-coded and shrink-wrapped in numbered sets. Preprinted student labels and answer folders will be sorted by district, school, subject, grade, class, (if included in the pre-ID file). Additional blank answer folders and testing materials will be included for new students.

Districts are encouraged to complete and return testing materials as early as possible during the testing window. The contractor can then begin to scan and score student responses immediately. Please complete make-up testing during the testing window. All testing materials (including Braille, large-print, CD and audio versions) should be returned in one shipment to the MEAP contractor, Measurement Incorporated, according to the timeline in each MEAP Test Administrator Manual. **MEAP test booklets and student answer folders are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after testing.**

Testing Accommodations

The Office of Educational Assessment and Accountability provides a list of standard and nonstandard MEAP testing accommodations for students with a disability or for students with limited English proficiency.

In general, the support for a standard or nonstandard testing accommodation must be documented in the student's school records. For students with a disability, documentation usually consists of a Section 504 Plan or an Individualized Education Plan. This documentation must be specific for each test subject administered.

In addition, the Michigan Merit Award Board has approved expanded accommodations for students with limited English proficiency. The expanded accommodations were developed in consultation with districts, schools, and practitioners in the education of children with limited English skills. A district administrator, in consultation with the classroom teacher, usually makes the decision about appropriate accommodations for students with limited English proficiency. Districts with large populations of students with limited English proficiency may have a coordinator or specialist at the administrative level assigned this responsibility. In districts with small populations the decision is often the responsibility of the classroom teacher and the district MEAP coordinator. The decision is not whether or not to test a child; it is which accommodation is most appropriate for the child.

All of the accommodated versions of the MEAP tests (Braille, larger-print, and audio) are reproduced from a form 1 for each content area. Each student taking an accommodated version of a test must also have a regular print copy of a form 1 test booklet to use while testing unless there is a total loss of vision. Accommodated versions of the tests will be shipped with a form 1 test booklet for the content area being assessed.

NOTE: Standard assessment accommodations are ones that do not change the construct that the assessment is measuring and do provide a valid score. Nonstandard accommodations do change the construct that the assessment is measuring, rendering scores that are not valid and ineligible for the Michigan Merit Award. In addition, students who use nonstandard assessment accommodations **will NOT** count as being assessed for the calculation of No Child Left Behind participation rates.

Policy on Standard and Nonstandard Accommodations

Resolution 2001-02 establishes standard assessment accommodations for purposes of the Michigan Merit Award. The complete resolution is available on the Michigan Merit Award Web site (www.michigan.gov/meritaward), by clicking on "About Michigan Merit Award", select "Board Resolutions", and click on "Resolution 2001-02."

Standard Accommodations

The following test accommodations will be considered "standard accommodations" for Michigan Merit Award purposes:

Accommodations appropriate for LEP students (as well as students with a disability) are noted with a diamond (◆). Items marked with a bullet (●) are only available to students with disabilities.

Scheduling

- ◆ Provision of additional testing time
- ◆ Allowance of frequent or extended supervised breaks
- ◆ Administration of the test at a time most beneficial to the student, with appropriate supervision by a school district professional

Location

- Provision for test administration at home or in a care facility with appropriate supervision by a school district professional
- Provision for distraction-free space or alternate location (e.g., study carrel, front of classroom)
- Placement of student where he/she is most comfortable (e.g., front of room, back of room)
- ◆ Administration of test in an ESL or special education classroom
- Provision for individual test administration (supervised)
- Provision for special lighting
- Provision of adaptive or special furniture
- Provision for freedom to move, stand or pace during an individualized test administration
- Provision of special acoustics
- ◆ Provisions for test administration in a small group setting
- Provision of soft, calming music to minimize distractions

Assistance with Test Directions

- ◆ Reading all directions to the student in English or in the student's native language, provided that the student is receiving native language instruction at least part of the time
- Rereading of directions for each subtask, as required
- Use of directions that have been highlighted
- Simplification of language in directions (paraphrase)
- Emphasis on verbs in directions
- ◆ Provision for student restatement of directions in his or her own words
- Use of sign language or oral interpreters for directions and sample items
- ◆ Clarification of directions by asking students to restate them

Assistance during Assessment

- ◆ Administration of test by ESL staff, special education teacher or similarly qualified person
- ◆ Reading of Mathematics, Social Studies, Science and Writing assessment content and questions to the student in English or in the student's native language, provided that the student is receiving native language instruction, at least part of the time (Note: Reading Parts 2A, 2B, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading or listening to English)
- Signing of assessment content and questions to student except for the reading test (Note: Reading Part 2A or 2B of the ELA test to a student is a nonstandard accommodation.)

- Use of page-turner
- Recording of student responses (writing or audiotape)
- Placement of teacher/proctor near student

Equipment and Assistive Technology

- Use of talking calculator (mathematics test only)
- User of sign language to indicate student response, except for constructed-response items
- Use of text-talk converter except for the reading and listening tests (Note: Reading Part 2A, 2B, or 3 of the ELA test to a student is a nonstandard accommodation.)
- Use of visual magnification devices
- Use of auditory amplification devices
- Use of masks, overlays or markers to maintain place
- Use of compact disc player with a CD version of tests except for the reading test (Note: Reading Part 2A or 2B of the ELA test to a student is a nonstandard accommodation.)
- Use of Braille writer for recording responses
- Use of communications device to indicate responses
- Use of calculator (mathematics assessments only)
- Use of rulers as provided by Michigan Educational Assessment Program
- Use of pencils adapted in size or grip
- Use of list of formulae as provided by Michigan Educational Assessment Program
- Use of noise buffers
- Use of computer or word processing equipment (spell check, thesaurus and grammar check must be disabled)
- ◆ Use of bilingual word-for-word translation dictionary for LEP students (no dictionaries that define or explain words or terms)
- Use of Braille ruler
- Use of acetate colored shield to reduce glare and increase contrast
- Use of voice-activated word processor (except for writing assessment)
- Use of devices or equipment to secure paper to desk

Test Format

- Use of lined or grid paper for recording answers
- Provision of Braille or large-print versions of the assessments
- Permission to mark answers in test booklet, to be transferred to answer folder by teacher or proctor
- Use of computer for task presentation
- Communication of test questions by CD except for the reading test (Note: Reading Part 2A or 2B of the ELA test to a student is a nonstandard accommodation.)

- Use of scribe for constructed-response items (student must indicate punctuation and spell all key words)
- Permission to accomplish subtests in different order

Nonstandard Accommodations

Accommodations not listed above are considered “nonstandard,” and MEAP test scores accomplished by use of nonstandard accommodations will not be considered eligible scores for Michigan Merit Award purposes. Examples of such nonstandard accommodations would include the following:

- Any accommodation not listed as a standard accommodation that violates the Michigan Merit Award Boards’ MEAP Testing Practices
- Use of a calculator on any MEAP assessment other than mathematics assessments
- Use of electronic spell checkers, thesaurus or grammar check
- Use of a dictionary, thesaurus or spelling book for mathematics, science, social studies or reading assessments
- The reading or translation of any portion of Part 2A, 2B, or 3 of the ELA test in English or a student’s native language
- Any test administration not directly supervised by a school district professional

Accommodations not included on the Standard Accommodations list, which in the opinion of school officials, parents, teachers or other interested parties do not violate the Michigan Merit Award Boards’ MEAP Testing Practices policy and do not interfere with the intent of the assessments, may be approved by the Michigan Merit Award executive director, pending review by the Michigan Merit Award Board.

Any student answer folder that has the *Nonstandard Accommodation* circle filled-in will be subject to review.

NOTE: During the 2003/2004 school year, a student using a nonstandard assessment accommodation counted as being assessed, but the score would count as not proficient when calculating Adequate Yearly Progress (AYP). Starting with the 2004/2005 school year, the U.S. Department of Education has indicated to states that if a student uses a nonstandard assessment accommodation, the student’s score will NOT count as assessed when calculating the No Child Left Behind (NCLB) participation rates.

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, it is highly recommended that districts may want to check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the new consequence of using nonstandard assessment accommodations, the IEP Team may need to review using them. Remember, this is an IEP Team decision and if there needs to be a change in what is stated in the IEP, the IEP Team will need to reconvene to make that determination.

Audio Versions of the Tests

Only students whose physical, sensory, or perceptual disabilities prevent them from accessing printed materials may use audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP tests. There is no audio version of the Part 1: Writing of the English language arts (ELA)

test, as the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA test.

If additional audio versions of the tests are needed, the district MEAP coordinator must use the Additional Materials Request Form from the MEAP Test Administrator Manual.

The following instructions are to be used when administering audio versions of the tests:

- The tests must be administered to each student individually, using equipment with a headset and counter, if available.
- Students using the audio versions must have a printed copy of a form 1 test booklet (regular print, Braille, or larger-print) while they are taking the test, unless the student has a total loss of vision. Make sure students indicate the form number on their answer folders as noted in the test directions.
NOTE: Make sure students indicate form 1 on their answer folders as noted in the test directions.
- Students may be assisted in playing the audio versions, if necessary, but may not be given any help with test items.
- Students who use the audio versions must use standard answer folders, but may be given one of the following options:
 - a) gridding their own answer folders,
 - b) marking answers in their test booklets and having a school staff member transcribe the answers into the answer folders, or
 - c) indicating their responses to a school staff member who will grid the answer folders.
 - d) **Braille their responses and have a qualified school staff member transcribe the answers into the answer folders.**
- The test administrator must read the test directions from a *MEAP Test Administrator Manual* to the student. Test directions are also included at the beginning of each audio version, but should be presented by the test administrator first so any questions the student has can be addressed.
- Students should set their audio equipment counters to “0” at the start of each test and should be encouraged to write the counter number in their test booklet whenever there is a question they wish to reconsider later in the testing session.
- The CD Audio Test contains item-by-item CD tracking. Any instructions or test item scenario information is included on the track for the subsequent item. For example, Track 1 contains all test information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.
- Answer folders for students who used the audio versions of the tests must be packaged and returned with the rest of the answer folders.
- Audio versions of the tests are secure materials that must be returned at the end of the testing window. No copies of these materials should be made, downloaded or retained.

Scribes, Tape Recorders, and Brailers

Dictating responses to a scribe or into a tape recorder is acceptable. Students using one of these accommodations are to include specific instructions about punctuation for the writing test. Also, the use of a Braille writer is acceptable.

If a student uses a tape recorder, scribe, or Brailier as an accommodation, a member of the school staff must transcribe his or her response into an answer folder. Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response. For students using the Braille version, it is important to grid the "Spec. Ed. – Braille" circle on their answer folder(s). Grid the "Other" circle on the student answer folder(s) to indicate the student used a tape recorder or scribe as an accommodation. Print the accommodation used on the line provided.

Word Processors

The use of word processors is only permitted for students with disabilities who need that accommodation as defined in the IEP, Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts test assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation, must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" circle on the student answer folder(s) to indicate the student used a word processor as an accommodation. Print the accommodation used on the line provided.

Word-processed answers do **not** need to be transcribed into an answer folder by school staff. Each word-processed page must be printed and identified with student and test identification information (student name and birth date; student MEAP Internal Tracking (MIT) number; school and district codes and names; testing window, grade, and subject), and inserted into an answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder. ***All answer folders containing word-processed inserts must be shipped in an envelope or box using the bright orange label that is marked "Special Handling/Word Processed." This label is provided to the district MEAP coordinator with their Return of Materials Kit. This envelope is to be placed on the top of the school's answer folders.***

Rapid Onset of a Medical Disability

Prior to MEAP testing, a student may have rapid onset of a medical disability that warrants a MEAP test accommodation. For example,

- A few days prior to testing, a student has broken his or her arm. He or she may need an accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or in the hospital. The student may need to take the test at home or in the hospital with appropriate supervision by a school district professional.

In the case of rapid onset of a medical disability, MEAP asks the school's principal or guidance counselor to document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student answer folder.

Test Administration Guidelines

The purpose of the MEAP tests is to accurately measure students' achievement in English language arts, mathematics, science, and social studies. To accomplish this purpose, school personnel administering the tests play a crucial role. Test administrators can minimize problems that interfere with testing students by addressing the following guidelines:

- Maintain the security of all testing materials before and after testing, and between testing sessions;
- Administer the tests in a manner consistent with established testing procedures;
- Establish testing conditions that prevent opportunities for students to engage in irregular behaviors (intentional or unintentional);
- Review student information completed on answer folders and the New Student Registration Form (if used) for accuracy;
- Communicate with the district MEAP coordinator if questions arise.

Test Security

Test booklets (including Braille, large-print, and audio versions) are secure materials that must be carefully monitored. **MEAP test booklets and student answer folders are secure documents and may no longer be copied or retained in schools. They must be kept in locked storage both before and after testing. No person, other than students to be tested, shall be allowed to review or take the test.**

Three MEAP Test Security Compliance Forms are included in Section H of this handbook. Form A is to be signed by the district MEAP coordinator and superintendent and returned with testing materials to the MEAP Scoring Services. Form B is to be signed by each building MEAP coordinator and is to be kept on file by the district MEAP coordinator. Form C is to be signed by each MEAP test administrator and proctor and is to be kept on file by the district MEAP coordinator.

Leaving the Room During Testing

Students may be allowed to go to the restroom during testing, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time. Collect the test booklet and answer folder from the student upon leaving and redistribute them to the student upon returning. ***Test administrators must not leave a testing room unsupervised at any time.***

Monitoring Test Administration

District and/or building MEAP coordinators should monitor testing sessions when possible to verify that instructions are carried out properly. Consider the following:

- Are students being allowed to work at their own pace?
- Are students' questions about the directions being answered before a testing session begins?
- Are test administrators only answering questions about test directions and not about specific items?

Test administrators and proctors are responsible for monitoring student activities during testing to make sure students are progressing through the tests and are not confused about directions. Consider the following:

- Are students marking their responses in the correct document (answer folder versus test booklet)?
- Are students marking their responses in the correct section of the answer folder?
- Are there a large number of erasures? Are students confused about the directions or having another problem?
- Are students doodling or marking randomly? Do they appear to be racing through the test? Remind them of the importance of the test results.
- Are any students distracting others? If so, they should be moved to a separate testing room.
- Are students working in the correct section of the test booklet? Students are not permitted to return to previously-administered sections of a test after a testing session is complete. Students may *not* revisit test answers *for any reason* after test booklets and answer folders have been collected.

Administrative Errors in Testing and Unethical Practices

The “Unethical Practice” bubble on student answer folders is to be used to identify students who engage in an unethical practice. On November 9, 2004, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA Web site (www.michigan.gov/oeaa). This document establishes the “ground rules” for how each assessment is to be administered. It is recommended that the document be downloaded from the Web site and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences. Inappropriate and unethical student assessment practices include any of the following instances:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copy another student’s answers, or requests or accepts any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use a prohibited calculator, communication or information storage device (i.e., pager, cell phone, PDA, etc.).
- Engage in any other practice that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Coordinator should allow the suspected student(s) to finish the assessment and code the student's answer folder by filling in the "Unethical Practice" bubble. The Assessment Administrator is to immediately notify the building assessment coordinator of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if an unethical practice occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal is to then notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be used for Merit Award purposes. Adequate Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered "not tested" for AYP purposes.

MEAP Student Registration

Student Registration, Labels, and Answer Folders

Every student taking a MEAP test will have a separate answer folder for English language arts (ELA), mathematics, science and social studies. The ELA fall retest has two separate answer folders, Part 1: Writing and Part 2: Reading. Answer folders will be delivered to schools in sufficient quantities based on student registration and the school's historical information allowing for an adequate overage to accommodate any late registrants. Students who have no preprinted or pre-ID labeled answer folders will need to provide registration information using the online registration process or the New Student Registration Form – Side 2. Contact your district MEAP Coordinator if you need to do online registration.

Pre-ID Process: The online process is used to produce pre-ID labels for all tests. The Office of Educational Assessment and Accountability (OEAA) will load specific student information for each test cycle from the specified Single Record Student Database (SRSD) on the pre-ID site. Schools will be notified of timelines for each test cycle pre-ID process. Please contact the MEAP office at Meap@michigan.gov if you want to add a large number of students.

- **To view students identified for a specific test cycle (available only after MEAP or the school has loaded the SRSD or additional files):** Log into the web site and select “Pre-Identified Student” on the left part of the screen, select the appropriate ISD, district, school, desired test cycle, subject and grade. Click on **Submit**.
- **To add students:** There are two options. If you have a small number of students to enter, you may wish to follow the instructions below for “Registering Students One at a Time - Online.”
- **To use the file upload process,** for those districts that find it more convenient, follow the instructions below “Register New Students Using the File Import Process.”

NOTE: After a pre-ID process ends, schools may continue to enter students into the MEAP web site and print bar-coded labels for testing.

Register Students One at a Time - Online

Log on to the MEAP Pre-ID web site: www.michigan.gov/meap-secure. (The system is optimized when using *Internet Explorer 5.5* or higher rather than *Netscape*.)

To register students:

1. Enter new student information by clicking on **New Student** from the menu at the left under Online Registration.
2. Enter all appropriate information for the student in the fields highlighted in red (including all demographic information at the bottom of the screen).
3. To save the work, click the **Save** button. To return to the previous screen without saving the record, click the **Cancel** button.
4. The next screen presents the claims by schools on the student, the ability to unassign (U) a student, and to enter the test cycle information (the link with PDF caption next to the “X”).

5. Click the PDF caption link to enter the test cycle information, once clicked you are redirected to the Student Test Cycles screen, on which a list of all test cycles the student has been assigned to is displayed.
6. To assign a new test cycle, click the **New** button. This screen will allow you to select the test cycle, which is valid for the student grade and is active, select the test cycle (i.e., fall 2004).
7. Once the test cycle is selected, the screen will now allow you to enter a school assigned Course ID Number (Class/Group No.) if your school has chosen to utilize this field. If the student will not be taking a particular subject, uncheck the subject check boxes accordingly. Once all the information is entered, click on the **Save** button. NOTE: If you assign a course ID, student answer folder labels or preprinted answer folders will be sent organized by building, subject and course ID (class group no.). If you do not assign a course ID (class/group no.) the student labels and preprinted answer folders will be sent organized by building and subject.
8. As part of the saving process, the system checks the MEAP database for potential duplicate records. If a potential duplicate record is located, the user can choose to make a new record or use the one found in the MEAP database.
 - If one of the records matches the student record entered, mark the **Select** box, and then click the **Verify** button. The screen will display the student's demographics for the record selected.
 - If none of the records match the student record entered, mark the **Not the Correct Student Match** box, click the **Verify** button and the new record will be saved. When finished, click the **Close** button.

Register New Students Using the File Import Process

The Pre-ID Import file format link can be found on the login page at www.michigan.gov/meap-secure

1. Select **Pre-ID Import** from the menu on the left under Data Exchange
2. Select the **Append/Update Option**
3. Select the file to be uploaded
4. Select the ISD
5. Select the District
6. Select the Test Cycle (i.e., fall 2004)
7. If only a few fields need updating, select the required fields and submit the file.
8. After the upload is complete, click on **View Pre-ID Import** from the menu at the left under Data Exchange to view your file and to resolve any issues.

Adding a Test Cycle to an Existing Student

If you have a student who is already claimed by your school and they will be testing during a second test cycle (i.e., fall), you can add them to the current test cycle.

1. Click on **Student Search** from the menu at the left.
2. Type in the student's last name and first name and click on **Search**.
3. Students matching that name will appear below, click on the **MIT#** in blue for the correct student.

4. Click on the PDF logo to the far right of your school's claim.
5. Click on the **New** button.
6. Select the correct test cycle and click on the **Save** button.

Connecting Student Information to Answer Folders

When the New Student Registration Form is used, clearly print student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of the form.

Once the student is entered into the MEAP database, the user must choose one of the three following options to connect the student's information to the answer folder. The New Student Registration Form is needed for option 1 only. Options 2 and 3 use Avery labels instead of the New Student Registration Form.

Option 1 – prints bar code directly onto the New Student Registration Form

1. Select **Student Search** and enter the student's name and birth date.
2. A list of matches will appear. Select the correct student by clicking on the **MEAP Internal Tracking (MIT)** ID number (shown in blue) for the student.
3. The information about the student will appear on the Student Demographics screen. Click on the PDF logo box to the far right of your school's claim for the current test cycle.
4. Under **Test Cycles**, click on the current test cycle listed in blue.
5. Insert the New Student Registration Form into a laser printer and select the **Over Print** link located on the right side of the screen toward the bottom (under the Upcoming Tests Section).
6. A bar code will be printed on the New Student Registration Form. The bar code can appear in any one of eight positions on the form. It is not required for the bar code to appear more than once.
7. Peel off the bar code label from Side 1 of the New Student Registration Form and place it on the answer folder.
8. Repeat steps 4, 5, 6, and 7 for each subject area answer folder the student needs.

Option 2 – prints a single label for the student answer folder

1. Click on **Student Search** from the menu at the left.
2. Type in the student's last name and first name and click on **Search**.
3. A list of matches will appear below. Select the correct student by clicking on the **MIT** number shown in blue.
4. Click on the PDF logo to the far right of your school's claim for the current test cycle that can be found to the right of the red "U" and the red "X".
5. Under **Test Cycles** click on the line in blue for the current test cycle.
6. You should see the link in blue under **Test Cycle Instructions** to the right of the screen. Insert Avery form 5161 (1-inch by 4-inch labels) into a laser printer. Select the position in which you want the label to print and the quantity desired.
7. Click on "**Print 1 to 5 label(s) starting in Position: 1 to 20**". If there is a label alignment problem, after clicking on the link, try the following:

- (a) the Adobe Acrobat pop-up screen appears showing the correct label to be printed,
 - (b) click on the print icon in the menu bar to print the label,
 - (c) when the print screen appears, uncheck the “Fit to Page” or “Shrink oversized pages to paper size” box, check “auto rotate” if available,
 - (d) click the OK button to proceed with printing the label.
8. Bar code(s) will be printed on the label.
 9. Peel off the label(s) and place on the answer folder(s).

Option 3 – prints multiple student labels

1. Select **Pre-Identified Students** from the menu on the left side under **Reports**.
2. On the Pre-Identified Student Reports Screen, select “**Print Batch Labels**” as Report Type. Choose the appropriate ISD, District, School, Test Period, Subject and Grade.
3. Enter a date (mm/dd/yyyy) in the “after date” field. Labels will be printed for those students who have been claimed, added or assigned to the test cycle **after** the date entered into the “after date” field.
4. Insert Avery form 5161 (1-inch by 4-inch labels) into a laser printer.
5. Click the **Submit** button on the screen. See Option 2, #7 if there is a label alignment problem.
6. Repeat steps 2, 3, 4, and 5 for each set of answer folders needed.

Edit Student Records

To update or change student information, click on the **Student Search** button, which displays the Student Search screen. You can search by Student ID, MIT ID, Partial Info Search, or Statewide Search by clicking on the appropriate box.

1. Search for a student by clicking on **Student Search** from the menu at the left side of the screen under Online Registration.
2. To search for a student record, input partial or complete information and click the **Search** button. Select the record from the search results by clicking on the correct **MIT#** in blue. This will then bring up the Student Demographics screen.
3. Click on the claiming school (in blue type). If the result is not your school, click on **New** to claim the student.
4. Make any required updates or changes to the student’s record.
5. Click the **Save** button to save any changes.
6. Click the **Cancel** button to discard any changes and return to the search results.

Removing a Student from a School Pre-Identified Student Report

To *Unassign* a school's claim for a student who no longer attends the school and will *not* be taking *any* part of the current MEAP test at the school:

1. Search for the student by clicking on **Student Search** from the menu on the left side of the screen under Online Registration.

2. To select the student from the search results click on the **MIT** number shown in blue. The **Student Demographics/Claiming Schools** screen displays.
3. Click on the red “U” located to the right of the owning school (this should be your school).
4. Click on “OK” if the student is to be unassigned. A “U” will appear after your school’s name. Your school’s claim on the student has been deleted.

New Student Registration Form – Side 2 – Alpha Grid

If online registration is not available, please read Side 1 of the New Student Registration Form and then continue on to Side 2 to complete a student’s registration using the alpha grid.

Clearly print the student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of the form. Fill in and darken the appropriate circles for the student’s name (last, first, and middle initial), birth date, ethnicity, grade and gender.

A separate New Student Registration Form must be completed and inserted into the answer folder for **each** subject.

Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget’s directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. “These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program.” (OMB Directive No. 15.) The student should fill out the classifications since they reflect the individual’s recognition of his or her community. Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native*** – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander*** – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin*** – a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, not of Hispanic Origin*** – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial*** – a person of mixed racial and/or ethnic origins.

The “**MEAP Use Only**” is to be used only as instructed under special notice by the MEAP Office.

School Use Only – Building Code

It is very important to fill in and darken the circles for the **building code** accurately. If this information is inaccurate or blank, the student’s results cannot be returned to the proper district/school. A test administrator can obtain the correct building code by contacting the district MEAP coordinator, or

accessing the Center for Educational Performance and Information (CEPI), School Code Master Web site <http://cepi.state.mi.us/scm/> and following the steps listed.

In the “*School Use Only*” box at the bottom of the page, mark all that apply of the following classifications:

1. ***Economically-Disadvantaged (ED)*** – a student from a low-income family defined as eligible by the income guidelines for free and reduced-price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)
2. ***Limited English Proficient (LEP)*** – The term “limited English proficient,” when used with respect to an individual, means an individual
 - (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
3. ***Migratory Status (MS)*** – a student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing
4. ***Special Education (SE)*** – a student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Student Answer Folders

It is very important that students are using the answer folder that corresponds to the test being administered.

There are several boxes on student answer folders with “*School Use Only*” coding. Schools must make the decision as to whether these circles are filled in.

Research I and II Fields – In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?
- c. Do students in nongraded classrooms score differently from students in “conventional” classrooms?

The following three important points should be considered before deciding to use research codes:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer folder (one response in the Report I column and one response in the Report II column).
- b. Coding information must be provided to building MEAP coordinators and test administrators if students are to code their own answer folders.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Accommodations

This accommodations section of the “*School Use Only*” area on student answer folders is used to identify the accommodation as required by the No Child Left Behind Act of 2001.

The English language arts (ELA) test has one answer folder, which contains Part 1: Writing, Part 2: Reading and Part 3, the optional listening portion. The ELA fall retest has two separate answer folders, Part 1: Writing and Part 2: Reading. The ELA answer folder(s) provide the opportunity to identify specific accommodations used for students on Part 1 and Part 2 of the ELA test. Answer folders for mathematics, science and social studies list the same accommodations, in addition to use of an audio version of the test for use with special education students. Mark all that apply.

Special Education (Sp. Ed.) Braille – a student who has used the Braille version of the test.

Special Education (Sp. Ed.) Large Print – a student who has used the large print version of the test.

Special Education (Sp. Ed.) Audio – a student who has used the audio version of the test. There is no audio version of the English language arts test.

Limited English Proficient (LEP): Test Read in English – a student who is limited English proficient and has the entire test read to them in English. In order to be eligible for this accommodation, students must be receiving classroom instruction in their native language at least part of the time. (Note: Reading Parts 2A, 2B, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading in, or listening to, English.)

Limited English Proficient (LEP) - Test Read in Native Language – a student who is limited English proficient and has the entire appropriate tests (mathematics, science, social studies or writing portion of the ELA test) read to them in their native language. In order to be eligible for this accommodation, students must be receiving classroom instruction in their native language at least part of the time. (Note: Reading Parts 2A, 2B, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading in, or listening to, English.)

Limited English Proficient (LEP) - Directions Read in Native Language – a student who is limited English proficient and has the test directions read to them in their native language. In order to be eligible for this accommodation, students must be receiving classroom instruction in their native language at least part of the time.

Other – a student who is given any other standard accommodation (use of a tape recorder, scribe, or word processor) as listed in the Michigan Merit Award Board Policy on Standard and Nonstandard Accommodation. This includes reading the test to special education and Section 504 students, as per their IEP.

Nonstandard – any student who receives a nonstandard accommodation on the test must have this circle filled in on their answer folder. (See Section D – Testing Accommodations.)

Report Codes have been included in the “School Use Only” area on student answer folders. Schools must make the decision as to whether these circles are completed, using the following guidelines, and mark all that apply.

Not Tested – Absent – a student enrolled in the school but who was absent during the testing window and was not able to participate in the MEAP testing.

Home Schooled – if a tested student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled students are not required to take the MEAP tests, but may test during the district’s testing window. Home-schooled students should contact their local school district for testing information. Public school districts are required to administer the MEAP tests to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP) – a student is designated as formerly LEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Unethical Practice – See definition for use of the “Unethical Practice” bubble in Section E of this handbook.

LEP Student’s Native Language – The next four circles (E, F, G, and H) are for use with students of limited English proficiency (LEP). If the student’s native language is Spanish, Arabic or Chaldean, please fill in the appropriate circle. If the student’s native language is not listed, please fill in the circle (H) and print the language in the space provided.

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Less Than a Full Academic Year – This should be bubbled in for a student that has not been enrolled in the school building for the two most recent semi-annual official count days.*

Note: The designation of “full academic year” is used to determine scores that are included in a building’s student achievement data used for Adequate Yearly Progress (AYP) and Education YES! accountability systems.

Michigan’s definition of a full academic year is based on the two semi-annual student count days, as provided in the State School Aid Act. Count days are the fourth Wednesday in September and the second Wednesday in February.

*For students in their first year at a school building due to the grades served, such as a 5th grade student in a 5–8 middle school, students are considered as being there a full academic year if the student was enrolled in another school in the same school district for the previous year – in this case 4th grade.

Class/Group No. – The purpose of this field is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. This is an optional field. See your MEAP coordinator for your class/group number.

Test Date – Students are given instructions to fill in the test date at the time of testing. If a test is administered over more than one day, the first date the subject area test was administered should be completed.

Form –Students are given instructions to fill in the form number from the front of their test booklet at the time of testing.

After MEAP Testing Guidelines

Ending a Testing Session and Responsibilities After Testing

All sections of the MEAP tests are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of a test. End a testing session as soon as all students are finished. If only a few students need more time to finish than the rest of the class, a test administrator may collect all testing materials and take those students to another room to immediately finish testing.

Collect all materials from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all materials have been returned.

Test booklets are secure materials that must be carefully monitored. They must be kept in **locked** storage while in schools.

If there is another section of the test to administer, return to the directions for that test when ready to begin the next section. If all sections of the test have been administered, follow the instructions listed below.

Test Administrator Responsibilities

Before sorting materials, **please note** that an answer folder is considered used if:

- a student has taken all or part of the test; or
 - page one has a student barcode label and has been marked as *Not Tested - Absent*.
1. Ensure that any answer folders that require a New Student Registration Form have the form inserted into the answer folder with the shaded triangle visible in the top right-hand corner. Check that the peel-off barcode label for each New Student Registration Form has been affixed to the correct answer folder. Verify that all required student identification fields (Student Name, Building Code, etc.) have been completed accurately on each New Student Registration Form.
 2. Verify that there is only one of each appropriate answer folder for each student (by grade if applicable). The appropriate answer folders are as follows:
 - English Language Arts (fall ELA retest has two separate answer folders Part 1: Writing and Part 2: Reading)
 - Mathematics
 - Science
 - Social Studies
 3. Check answer folders for the following:
 - a. Only answer folders appropriate to the test cycle have been used.
 - b. **The appropriate form number (if applicable) has been filled in correctly.**
 - c. All required student identification fields (Student Name, School, etc.) have been completed accurately.

- d. All optional data fields the district chose to use and all “*School Use Only*” fields have been completed accurately.
 - e. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer folders.
 - f. No staples, glue, rubber bands, or paper clips have been used on student answer folders.
 - g. No extra paper is attached.
 - h. No answer folders have been disassembled or damaged.
 - i. If a New Student Registration Form has been completed, verify that all student identification fields, including the building code, have been completed accurately.
4. If an answer folder is found to have been damaged, or to contain markings by writing utensils that are not allowed, the district MEAP coordinator must be notified. The district coordinator should contact the MEAP Office for assistance.
 5. Notify the building MEAP coordinator of any student answer folders that require the bright orange label that is marked “Special Handling/Word Processed.” These labels are for those students who used a word processor as an accommodation.
 6. Destroy unused answer folders after carefully making sure they are for students no longer enrolled in the school.
 7. If they have not been written on, the mathematics overlays and reference sheets may be kept for use in future classroom activities. Those that have been written on must be destroyed or returned to the building MEAP coordinator.
 8. Return ***all test booklets*** and ***all used answer folders*** to the building MEAP coordinator immediately after testing.
 9. Complete Form C (Section H) and return it to your building MEAP coordinator. Follow your MEAP coordinator’s instructions for completing the MEAP School/Grade Header Sheet.

Building MEAP Coordinator Responsibilities

1. Verify that all test booklets have been returned from test administrators.
2. Review answer folders as described in item 3 under “Test Administrator Responsibilities” in this section. Test administrators should also have checked student answer folders for these items, and should have notified the district MEAP coordinator of any student answer folders found to have been damaged, or to contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the district MEAP coordinator to contact the MEAP Office for assistance.

In general, a new student answer folder should be used if the damage to the original folder would prevent it from moving properly through a computerized scanner. Markings made in number 2 pencil are required for multiple-choice items, student identification fields, and “*School Use Only*” fields that are scanned. Pencils allow the use of erasers, which is helpful for scanners geared to read the “darker mark.” Blue or black pen or number 2 pencil may be used for all constructed-response items.

3. **If a student used a tape recorder, scribe, or Braille as an accommodation, a member of the school staff must transcribe his or her response into an answer folder.** Spelling, punctuation, indentation, etc., must be transcribed ***exactly*** as it was in the student’s original response.

4. If a student used a word-processor as an accommodation, his or her written responses do **not** need to be transcribed into a student answer folder by school staff. Each word-processed page must be printed and identified with student and test identification information (student name and birth date; student MEAP Internal Tracking (MIT) number; school and district codes and names; testing window, grade, and subject), and inserted into a student answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder. ***All student answer folders containing word-processed inserts must be shipped in an envelope or box using the bright orange label that is marked "Special Handling/Word Processed." This label is provided to the district MEAP coordinators with their Material Return Kit. This envelope is to be placed on the top of the school's answer folders.***
5. Ensure that any student answer folders that require a New Student Registration Form have the form inserted into the answer folder and that the peel-off barcode label for each New Student Registration Form has been attached to the correct student answer folder. All **unused** answer folders should have been sorted out and destroyed by test administrators.
6. Before sorting materials, **please note** that an answer folder is considered used if:
 - a student has taken all or part of the test; or
 - page one has a student barcode label and has been identified as *Not Tested - Absent*.

Sort materials into the following groups (used winter test cycle student answer folders need to be further grouped by grade):

- a. all test booklets (including text, Braille, large-print, audio versions, and videotape)
 - b. used English Language Arts answer folders (sort fall retests into Part 1 and Part 2)
 - c. used Mathematics answer folders
 - d. used Science answer folders
 - e. used Social Studies answer folders
 - f. any other test materials being returned (e.g., English language arts listening tapes)
7. If they have not been written on, the mathematics overlays and reference sheets may be kept for use in future classroom activities. Those that have been written on must be destroyed.
 8. Return **all test booklets** and **all used answer folders** (with **New Student Registration Forms**, if applicable) to the district MEAP coordinator immediately after testing.
 9. All testing materials must be picked up for return to the MEAP Scoring Contractor in one shipment according to the timeline specified in the MEAP Test Administrator Manual. **These timelines are required to guarantee timely handscoring of written responses and return of results.**
 10. After testing is completed, student answer folders must be returned using the MEAP School/Grade Header Sheet from the MEAP Test Administrator Manual. Follow your district MEAP coordinator's instructions for completing the MEAP School/Grade Header Sheet.
 11. All testing materials must be delivered to the district MEAP coordinator for return to the MEAP Scoring Contractor. **MEAP test booklets and student answer folders are secure documents and may no longer be copied or retained in schools.**

12. Complete Form B (Section H) and return it to your district MEAP coordinator.

District MEAP Coordinator Responsibilities

Word-Processed Answer Documents

If a student used a word-processor as an accommodation, his or her written responses do **not** need to be transcribed into a student answer folder by school staff. Each word-processed page must be printed and identified with student and test identification information (student name and birth date; student MEAP Internal Tracking (MIT) number; school and district codes and names; testing window, grade, and subject), and inserted into a student answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder. ***All student answer folders containing word-processed inserts must be shipped in an envelope or box using the bright orange label that is marked “Special Handling/Word Processed.” These labels are provided to the district MEAP coordinator with the Material Return Kit. This envelope is to be placed on the top of the school’s answer folders.***

Organizing Answer Folders for Return

The district MEAP coordinator determines who is responsible for completing the MEAP School/Grade Header Sheet. Please refer to the MEAP Test Administrator Manual, Directions for MEAP School/Grade Header Sheet for specific instructions.

1. Separate each school’s used answer folders by the following subjects, then by grade (if applicable), and then by class/group (if used).
 - English Language Arts (fall ELA retest has two separate answer folders Part 1: Writing and Part 2: Reading)
 - Mathematics
 - Science
 - Social Studies
2. Verify that any answer folders that require a New Student Registration Form have the form inserted into the answer folder and that the peel-off barcode label for each New Student Registration Form has been affixed to the correct student answer folder.
3. Repeat the process for each school.

Instructions for Returning Materials

Do not split answer folders from one school between packages.

1. Pack materials in the boxes using cushioning materials to keep them secure. Please use the boxes imprinted with “Measurement Incorporated.” Some extra boxes have been provided for your use.
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.

3. Affix a yellow “Scorable MEAP Materials” label to any package containing used answer folders. Affix a green “Non-scorable MEAP Materials” label to any package containing test booklets or other testing materials that are being returned.
4. Affix one FedEx Ground return label to each package. These are the red and white return shipping labels provided in the *Material Return Kit*. If you do not have enough labels, you must request additional labels by faxing the “Additional Materials Request Form” to 866-688-0419. This form can be found in the Test Administrator Manual and in this handbook. FedEx Ground cannot pick up any package without a label. **You must use the mailing labels provided to you in the *Material Return Kit* in order to guarantee that your packages can be accurately tracked when you ship them to Measurement Inc. (Please do not use any old mailing labels that you have left over from past test administrations.)**
5. Print your district’s name, address, and 5-digit district code in the upper portion of each FedEx Ground return label. These need to be applied to each package, envelope, or box. Keep the Consignee Receipt tab (from the top center of the FedEx Ground return label) for your records.
6. Complete Form A (Section H) and return it to the MEAP Scoring Contractor.
7. **Important:** When all of the packages to be shipped are assembled in one secure place, ready for mailing, count the number of packages. Just above and near the left corner of the FedEx Ground return label on each package, mark the number of the package and the total number of packages being returned. For example, if you have five packages, mark them “1 of 5,” “2 of 5,” “3 of 5,” and so on.
8. Fill out the “Materials Return Form” and fax it to 919-425-7733. Instructions are printed on the form.
9. **All testing materials (scorable and non-scorable) should be picked up for return to MEAP Scoring Services within the timeline given in the MEAP Test Administrator Manual for each testing cycle.**
10. Return of testing materials immediately after testing is strongly encouraged. Because of timeline constraints involved in handscoring written responses and returning results, MEAP will not guarantee the scoring of any answer folder picked up after this deadline.
11. **Important: Keep a record of all shipping information so that you can easily track your packages. The Consignee Receipt tab number provides tracking information. Packages can be tracked online at “FedEx.com” or by calling 1-888-777-6040**

MEAP Materials Return Form

Directions

Complete this form immediately after answer folders are packaged for return shipment to Measurement Inc.

Fax this form to MEAP Scoring Services (919-425-7733). Also place a copy of this form in box #1 of the boxes you are returning. Keep the original copy for your records.

For further instructions about how to return test materials see either the Instruction Sheet included in the "Material Return Kit" or the MEAP Coordinator Handbook.

If you have any questions, you may call MEAP Scoring Services (877-683-6883).

Please complete the following information:

District Name _____

District Code _____

District Coordinator _____

Phone Number _____

Non-Public Schools please indicate School Name _____

Number of Boxes of Scorable Materials being returned _____

Number of Boxes of Non-Scorable Materials being returned _____

Total Number of Boxes being returned _____

MEAP Scoring Services Contact Information

Phone: 877-683-6883

Fax: 919-425-7733

e-mail: michigan@measinc.com

Address: 423 Morris St., Durham NC 27701

Requesting a Pickup for the Package Returns Program (PRP)

Follow these instructions to return materials. You must contact FedEx Ground to arrange a pickup of your materials. *Please note that after arrangements are made, FedEx Ground will pick up your materials the following business day.*

If a problem arises in attempting to have FedEx Ground pick up your test materials, please contact MEAP Scoring Services toll-free at 877-683-6883 to help with these arrangements.

Have your label or Consignee receipt handy when you make your request. Request a pickup by one of the following methods:

- Use www.fedex.com: select “Pickup”; then select “FedEx Ground Package Returns Program”.
- Call FedEx Customer Service toll-free at 1-888-777-6040; explain that you need a “Package Returns Program” pickup.
- Give the packages to your regular FedEx Ground driver.

Security of Test Booklets (Including Braille, Large-Print, Audio, and Videotape Versions)

Verify that all test booklets (including Braille, large-print, audio, and videotaped versions) have been returned from building MEAP coordinators.

Table of Test Materials to be Returned

Test Materials	Return to MEAP Scoring Contractor	Schools Keep	Schools Destroy
MEAP Administrator Manual		X	X
Test Booklets (including Braille, large-print, audio and video versions)	X		
Used Answer Folders	X		
Unused Answer Folders			X
Marked Math Reference Sheets and Overlays			X
Unmarked Math Reference Sheets and Overlays		X	
MEAP Test Security Compliance Form A	X		
MEAP Test Security Compliance Form B		X	
MEAP Test Security Compliance Form C		X	

MEAP Glossary and Forms

Glossary

Accommodation – A student for whom a testing provision is made so that the effect of a disability is minimized or removed, and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics.” AYP is based on state assessment, including Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state testing, and attendance or graduation rates. Schools can meet the AYP proficiency targets in two different ways: (1) Schools can meet their objective or (2) the school can show sufficient improvement (Safe Harbor). For a public school and local educational agency (LEA) to make adequate yearly progress, the school as a whole and each student subgroup must meet or exceed the state annual measurable objectives, the school as a whole and each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators. For more information on AYP, please visit <http://ayp.mde.state.mi.us/ayp/>

Braille – A bubble on student answer folders that indicates the Braille version of the test was used.

Class/Group No. – The purpose of this field is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. This is an optional field. See your MEAP coordinator for your class/group number.

Comprehensive Reports – Provides summary score information for each MEAP content area for each student tested by grade level, by building. This report identified the student’s demographics, as well as whether or not the student is Limited English Proficient (LEP), formerly LEP (FLEP), or Special Education. The test form, scale score, and the performance level earned by the student on each content test are provided.

Content Analysis Reports – Presents specific content information by building for each student who took the MEAP tests. A student’s total raw score points, percent of points correct, scale score and performance level are provided. The mean points correct for each strand of a content area are provided to give specific information to educators on a student’s strengths and weaknesses. Information in this report is summarized for each classroom or group as well as for the school, district, and state level.

Demographic Analysis Reports – Provides a summary breakdown of scores by several demographic factors for each content area tested. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), migrant, homeless, and Less Than Full Academic Year. The reports also indicate whether the student took the test with standard or non-standard accommodations. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report.

Dual Enrollment – Students who are enrolled in high school but take courses through a local college.

Economically Disadvantaged (E.D.) – A student from a low-income family defined as eligible by the income guidelines for free and reduced price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Arts (ELA) Assessment – The integrated English Language Arts Assessment includes writing, reading, and listening. Districts have the option of administering the listening portion during the spring test cycle. The listening portion is not given in the fall test cycle.

Ethnicity - The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15) The student should fill out the classifications since they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

American Indian or Alaskan Native – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition

Asian or Pacific Islander – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa

Black, Not of Hispanic Origin – a person having origins in any of the black racial groups of Africa

Hispanic – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race

White, Not of Hispanic Origin – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East

Multiracial – a person of mixed racial and/or ethnic origins

Formerly Limited English Proficient (FLEP) — A student is designated as FLEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (*No Child Left Behind*, Title III, Subpart 2, Section 3121)

Item Analysis Report — Provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the test, including the primary Michigan benchmark measured by each item. This report also indicates statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Home Schooled – The “Home Schooled” bubble exists for students who are home schooled and take the MEAP in their local school district. Public school districts are required to administer the MEAP tests to home-schooled students who wish to test.

Less Than a Full Academic Year – This should be bubbled in for a student that has not been enrolled in the school building for the two most recent semi-annual official count days.*

Note: The designation of “full academic year” is used to determine scores that are included in a building’s student achievement data used for Adequate Yearly Progress (AYP) and Education YES! accountability systems.

Michigan’s definition of a full academic year is based on the two semi-annual student count days, as provided in the State School Aid Act. Count days are the fourth Wednesday in September and the second Wednesday in February.

*For students in their first year at a school building due to the grades served, such as a 5th grade student in a 5–8 middle school, students are considered as being there a full academic year if the student was enrolled in another school in the same school district for the previous year – in this case 4th grade.

Limited English Proficient (L.E.P.) – The term “limited English proficient”, when used with respect to an individual, means an individual

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

(i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Mathematics Assessment – The mathematics assessment is designed to demonstrate students’ understanding of mathematics through both multiple-choice questions and constructed-response questions.

MEAP Use Only – Special use bubbles have been added to answer folders. These bubbles, labeled “MEAP Use Only” are to be used only as instructed under special notice by the MEAP office.

Michigan Merit Award Program – A program established for high school seniors designed to reward student achievement and to make postsecondary education more affordable. The award amount is determined by the Legislature.

Migratory Status (M.S.) – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

Nonstandard Accommodation — Any accommodation not included as a standard accommodation that violates the Michigan Merit Award Test Administration Ethics Procedure. The “Nonstandard Accommodation” circle must be filled in on the answer folder of any student who receives a nonstandard accommodation on that test. (See the Michigan Merit Award Board Policy on Standard and Nonstandard Accommodations at www.meritaward.state.mi.us in the Options section, under “Resolutions.”)

Not Tested – Absent – A student enrolled in the school but who was absent during the testing window and was not able to participate.

Parent Report — The Parent Report provides a detailed description of each student’s performance in the content areas tested on the MEAP. This report is designed to help parents and guardians recognize the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Research I and II Fields – Research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report.

Single Record Student Database — Data submitted by school districts via the Single Record Student Database (SRSD) include discrete information about individual students such as age, gender, race and ethnicity, and program participation. The data collected via the SRSD will be used to meet the reporting requirements of the federal *No Child Left Behind Act of 2001*, including the determination of Adequate Yearly Progress (AYP).

Science Assessment – The science assessment is designed to demonstrate students’ understanding on science through multiple-choice and written-response questions.

Social Studies Assessment – The social studies assessment is designed to demonstrate students’ understanding of social studies through multiple-choice and constructed-response questions.

Special Education – A student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Standard Accommodation – A testing provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. (The list of standard accommodations can be found in Section D of this Handbook.)

Unethical Practice Bubble – The bubble on the student answer folder that is to be used to identify students who engage in an unethical practice.

Unique Identifier Code (U.I.C.) – A ten-digit identification code that is assigned to a student through the SRSD process.

MEAP HST Additional Materials Request Form

District MEAP coordinators should indicate the quantity needed of each item, complete the information at the bottom, and fax this form to MEAP Scoring Services (toll-free) at **866-688-0419**.

Miscellaneous

_____ MEAP Test Administrator Manual
_____ New Student Registration Form
_____ Return of Materials Kit
_____ School/Grade Header Sheet
_____ Blank Pre-ID Labels

English Language Arts

_____ Test Booklet
_____ Test Booklet: Braille
_____ Test Booklet: Larger Print
_____ Answer Folder
_____ Listening CD (optional)
_____ Listening Audiotape (optional)
_____ Listening Videotape (optional)

Science

_____ Test Booklet
_____ Form Number _____
_____ Test Booklet: CD
_____ Test Booklet: Audiotape
_____ Test Booklet: Braille
_____ Test Booklet: Larger Print
_____ Answer Folder

Mathematics

_____ Test Booklet
_____ Form Number _____
_____ Overlay
_____ Ruler: Braille
_____ Ruler: Larger Print
_____ Protractor: Braille
_____ Protractor: Larger Print
_____ Test Booklet: CD
_____ Test Booklet: Audiotape
_____ Test Booklet: Braille
_____ Test Booklet: Larger Print
_____ Answer Folder

Social Studies

_____ Test Booklet
_____ Form Number _____
_____ Test Booklet: CD
_____ Test Booklet: Audiotape
_____ Test Booklet: Braille
_____ Test Booklet: Larger Print
_____ Answer Folder

PLEASE INDICATE WHICH FORM NUMBERS ARE NEEDED FOR ANY TEST BOOKLETS REQUESTED IN MATH, SCIENCE, OR SOCIAL STUDIES.

District Code _____

District Name _____

Building Code _____

Building Name _____

Phone _____

Requested By _____

MEAP Additional Materials Request Form – Winter 2005

District MEAP coordinators should indicate the quantity needed of each item, complete the information at the bottom, and fax this form to MEAP Scoring Services (toll-free) at **866-688-0419**.

Miscellaneous _____ MEAP Manual _____ New Student Registration Form _____ Return of Materials Kit _____ School/Grade Header Sheet _____ Blank Pre-ID Labels Grade 4 Mathematics _____ Test Booklet Form Number _____ _____ Overlay _____ Ruler: Braille _____ Ruler: Large Print _____ Test Booklet: CD _____ Test Booklet: Audiotape _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Grade 4 English Language Arts _____ Test Booklet Form Number _____ _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Form Number _____ _____ Listening CD (optional) _____ Listening Audiotape (optional) _____ Listening Videotape (optional)	Grade 5 Science _____ Test Booklet Form Number _____ _____ Test Booklet: CD _____ Test Booklet: Audiotape _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Grade 5 Social Studies _____ Test Booklet Form Number _____ _____ Test Booklet: CD _____ Test Booklet: Audiotape _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Grade 7 English Language Arts _____ Test Booklet Form Number _____ _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Form Number _____ _____ Listening CD (optional) _____ Listening Audiotape (optional) _____ Listening Videotape (optional)	Grade 8 Mathematics _____ Test Booklet Form Number _____ _____ Overlay _____ Ruler: Braille _____ Ruler: Large Print _____ Protractor: Braille _____ Protractor: Large Print _____ Test Booklet: CD _____ Test Booklet: Audiotape _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Grade 8 Science _____ Test Booklet Form Number _____ _____ Test Booklet: CD _____ Test Booklet: Audiotape _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder Grade 8 Social Studies _____ Test Booklet Form Number _____ _____ Test Booklet: CD _____ Test Booklet: Audiotape _____ Test Booklet: Braille _____ Test Booklet: Large Print _____ Answer Folder
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PLEASE INDICATE WHICH FORM NUMBERS ARE NEEDED FOR ANY TEST BOOKLETS OR ENGLISH LANGUAGE ARTS ANSWER FOLDERS REQUESTED.

District Code _____

District Name _____

Building Code _____

Building Name _____

Phone _____

Requested By _____

MEAP TEST SECURITY COMPLIANCE FORM**FORM A****District Name:** _____**District Code:** _____

The superintendent and district MEAP coordinator state that, to the best of their knowledge, all tests enclosed are secure tests and agree that each of the following precautions were taken to ensure test security:

1. Each building MEAP coordinator took all necessary precautions to safeguard all test materials by granting access to test materials only to those with a responsible, professional interest.
2. Each building MEAP coordinator kept on file the names of all persons having access to test materials.
3. Each building MEAP coordinator kept test materials in a secure location while in schools.
4. The superintendent and the district MEAP coordinator certify that all test booklets have been returned to the MEAP Scoring Contractor.

By signing my name to this document, I am assuring that anyone who had access to the test materials complied with the above listed conditions.

Superintendent_____
District MEAP Coordinator_____
Date_____
Date

Form A is to be signed by the district superintendent and MEAP coordinator and returned to the scoring contractor with used answer folders.

MEAP TEST SECURITY COMPLIANCE FORM**FORM B****District Name:** _____**School Name:** _____

I hereby acknowledge that I have access to the MEAP testing materials solely for the purpose of administering the MEAP tests. I understand that these materials are highly secure, and that it is my professional responsibility to protect their security as follows:

1. I will not copy any part or portion of the test booklets.
2. I will keep all test materials secure before, during, and after testing in accordance with testing procedures outlined in this handbook.
3. I will limit access to test materials by test examinees to the actual testing period.
4. I will inform all teachers and/or proctors that students are not permitted to remove test materials from rooms where the administration of the MEAP test is taking place.
5. I will inform all teachers and/or proctors of the importance of maintaining strict MEAP test security.
6. I will not disclose, or allow to be disclosed, the contents of the test.
7. I will return all test materials to the designated District MEAP Coordinator upon completion of the test.

Principal (name)_____
Building MEAP Coordinator (name)_____
Title_____
Title_____
School/Site_____
School/Site_____
Date_____
Date

Form B is to be signed by each building principal and MEAP coordinator and kept on file by the district MEAP coordinator.

MEAP TEST SECURITY COMPLIANCE FORM**FORM C**

School Name: _____

I hereby acknowledge that I have access to the MEAP testing materials solely for the purpose of administering the MEAP tests. I understand that these materials are highly secure, and that it is my professional responsibility to protect their security as follows:

1. I will not copy any part or portion of the test booklets.
2. I will keep all test materials secure before, during, and after testing in accordance with testing procedures outlined in the MEAP Test Administrator Manual.
3. I will limit access to test materials by test examinees to the actual testing period.
4. I will not disclose, or allow to be disclosed, the contents of the test.

I will return all test materials to the designated Building MEAP Coordinator upon completion of the test.

Check one:

☐ Test Administrator

☐ Proctor

Signature

School/Site

Date

Form C is to be signed by the MEAP test administrator, as well as all proctors, and kept on file by the district MEAP coordinator.

MEAP Test Administration Important Dates			
Test Cycle	Test Dates	Materials Due in Schools	All Test Materials Returned
Fall 2004	October 25 – November 5, 2004	October 11, 2004	November 12, 2004
Winter 2005	January 24 – February 11, 2005	January 10, 2005	February 18, 2005
Spring 2005	¹ Cycle 1: March 21 – April 1, 2005 ²	Week of March 7, 2005	April 8, 2005
	¹ Cycle 2: March 28 – April 8, 2005 ²	Week of March 14, 2005	April 15, 2005
	¹ Cycle 3: April 4 – April 15, 2005 ²	Week of March 21, 2005	April 22, 2005

¹ Districts will be given the option to choose one of these three cycles.

² Unless an exception has been granted in writing or through email.